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By-Fried, Marian; And Others

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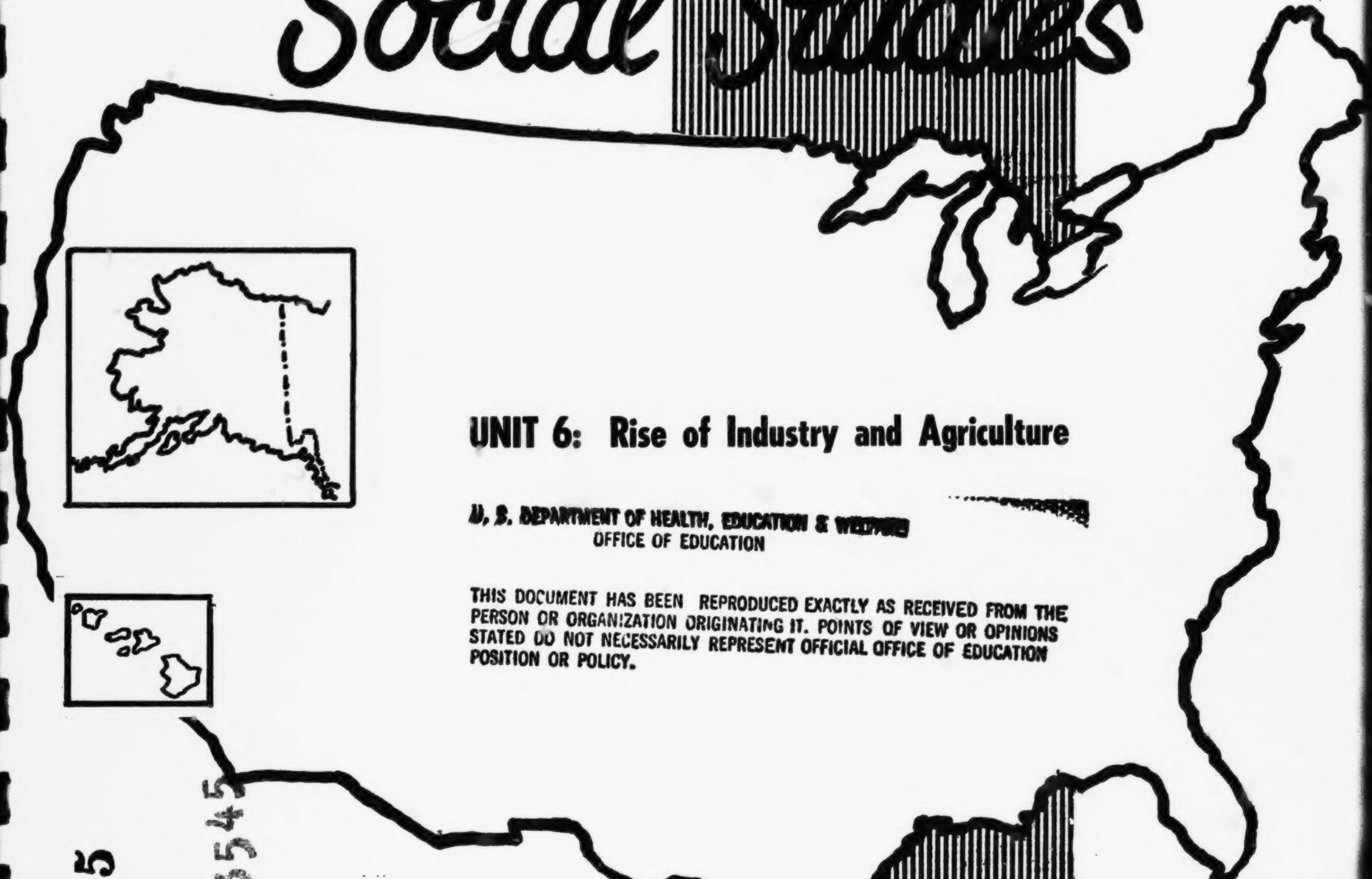
This unit guide, sixth in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the rise of industry and agriculture is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

Developmental Reading in Social Studies



UNIT 6: Rise of Industry and Agriculture

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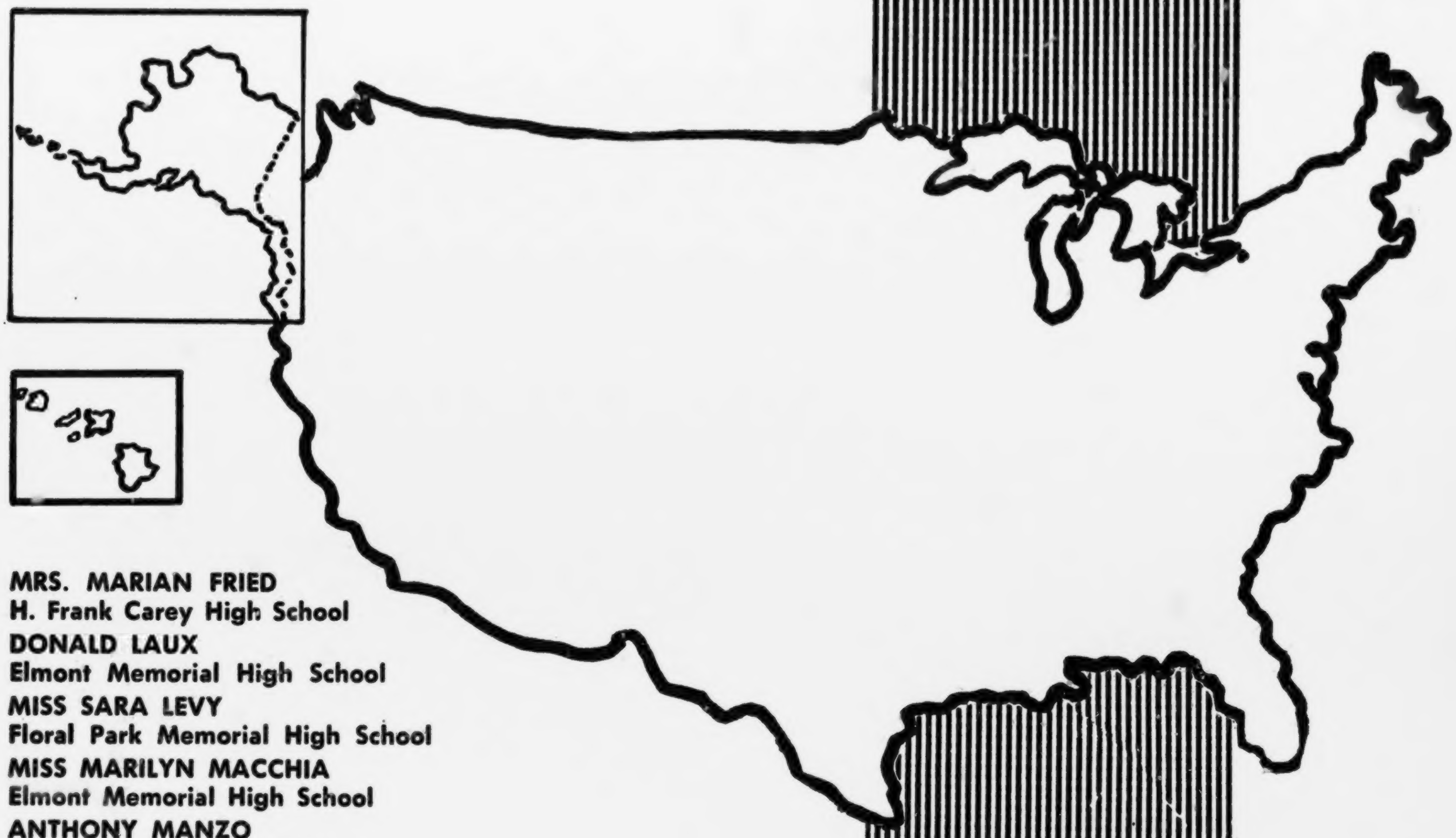
RE 001 445

a guide for teachers GRADE 8 REVISED

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK

Developmental Reading in Social Studies .. REVISED

UNIT 6: Rise of Industry and Agriculture



MRS. MARIAN FRIED
H. Frank Carey High School
DONALD LAUX
Elmont Memorial High School
MISS SARA LEVY
Floral Park Memorial High School
MISS MARILYN MACCHIA
Elmont Memorial High School
ANTHONY MANZO
H. Frank Carey High School
LEE MARCUS
Alva T. Stanforth Junior High School

a guide for teachers... GRADE 8

Sewanhaka
CENTRAL HIGH SCHOOL DISTRICT NO. 2
NASSAU COUNTY, NEW YORK SUMMER 1965

Dr. James A. DeSonne, Assistant District Principal (Curriculum and Instruction)
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ACKOWLEDGMENTS

This guide extends to our newly-adopted eighth-grade social studies texts the district's well-known program of developmental reading in the content areas. In publishing this guide, the district re-affirms its belief in the value of developmental reading for secondary school pupils.

This volume represents the cooperative efforts of many people of special talents whose contributions are acknowledged with appreciation.

Mrs. Marian Fried Mr. Donald Laux Miss Sara R. Levy Miss Marilyn Macchia Mr. Anthony Manzo Mr. Lee Marcus	For their authorship of the guide in the summer of 1965
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Dr. James A. DeSonne Assistant District Principal, Curriculum and Instruction	For general supervision of the summer workshop

Mr. Robert Vincent Director, Instructional Materials Center	For supervision of the production of this guide
Mr. Edward Schneider	For editing final copy and for assisting in the supervision of the production of this guide
Mrs. Madeline Hendrix	For preparing bibliographical material for the guide
Mrs. Ramona Bendin	For creation of the cover design and other art work
Miss Betty Lavin and the Typing and Production Staff	For technical production of the guide

It is expected that the junior high social studies chairmen, reading specialists, and junior high social studies departments of the several schools will implement this material in the social studies program. Teachers using this guide are urged to keep notes on their critical analysis of it. After a suitable trial period, the guide will evaluated and appropriate action will be taken.

John W. Nicoll

September 1, 1965

Principal of the District

USE OF THE GUIDE

These reading exercises are for the Grade 8 Social Studies program.

The Units are arranged according to chapters in the two texts, Wilder and Ludlom, This is America's Story and Schwartz and O'Connor, Exploring American History.

A reading lesson has been prepared for each chapter in Exploring American History. To correspond with these, a similar unit has been prepared for This is America's Story.

At the conclusion of This is America's Story, you will find a review question that can be used for both texts.

Unit Themes

Unit I	Discovery and Exploration and European Colonies in the New World
Unit II	Colonial Struggle for Independence
Unit III	How Our Nation Is Governed
Unit IV	Growth of the New Nation and the Westward Expansion
Unit V	Civil War and Sectionalism
Unit VI	Rise of Industry and Agriculture
Unit VII	U.S. Becomes a World Leader

Each of these seven units embraces several chapters of each of our two texts. The chart furnished as an appendix gives the details of this breakdown into units.

This series is based on three assumptions:

1. Teachers can not take for granted that pupils in junior high school are fully trained for the reading tasks they will encounter.
2. Secondary school pupils need continuing and sequential developemental reading instruction.
3. The subject area teacher is the one best qualified to implement reading and study skills in the various content areas.

The purpose of this volume is to provide eighth-grade social studies teachers with the material necessary for achieving the dual objectives of providing reading and study skills instruction while develpoing the facts, attitudes and concepts of social studies.

1. NATURE OF THE MATERIAL: all the pages in this volume are addressed directly to the pupil (except, of course, for these few prefatory remarks), and all can be requisitioned in any quantity desired.
2. ORDERING MATERIALS: Material should be requistioned through your department chairman, who in turn, will order it from the I.M.C. Order all the material for an entire chapter at one time. Allow two weeks for delivery.
3. FORMAT: This material follows a consistent format. It is arranged by topics, and within each topec, it is arranged

(continued)

according to the two texts: materials relating to the Wilder book for average classes, and the Schwartz-O'Connor book for modified classes. The chapters from Wilder will appear first and the chapter from Schwartz-O'Connor in the second half of each book. Combined questions applicable to both books are placed at the end of Wilder.

TABLE OF CONTENTS

UNIT VI	*This Is America's Story* - Wilder	*Exploring American History* Schwartz, O'Connor
Rise of Industry and Agriculture	Chapters: 22: (pp.442-467) The United States Becomes A Great Industrial Nation	Chapters 1-14 (pp.298-359) HOW DID THE UNITED STATES BECOME A LEADING INDUSTRIAL NATION?
	23: (pp.468-482) Growing Business and Industry Face and Solve New Problems	Covers the period describing conditions in industry and agriculture before the Civil War to the problems of the 1930's.
	24: (pp.483-505) New Methods of Farming Create New Problems	
	25. (pp.506-524) The Machine Age Changes Life in Cities and on Farms	
	26: (pp. 525-556) America Provides More Opportunities for More People	

WILDER, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

The Industrial Revolution in America in the 19th century caused much the same fear to workers in America as automation is causing today.

The machines which took the work out of the homes and placed it in factories changed our way of life. It gave us more time for leisure, more time to search for the unknown and a broader knowledge of our fellow-man.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

NOTES ON THE READING

AIM: To Learn the Reasons for the Changes in Our Way of Life Since 1800.

1. Describe the life cf the farmer in the early 1800's.

2. Why was their knowledge of the outside world limited?

3. Compare life in America in 1800 with modern-day American life.

4. How has farm life changed?

5. What are the causes of all of these changes?

6. What advantages have these changes brought?

7. What great natural resources do we have?

   1. ____________________
   2. ____________________
   3. ____________________

8. What part has man played in the development of America?

9. What American characteristics are responsible for the growth of the country?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. plateau

B. leisure

C. natural resources

D. ready-made

E. relax

F. scientist

G. telegraph

H. fuel

I. atomic power

J. sources

Column II

_____1. power produced by changes in the nucleus of the atom

_____2. ready for immediate use

_____3. make or become less stiff or firm

_____4. things that can be burned to make a fire

_____5. place from which anything comes or is obtained

_____6. time free from work

_____7. plain in the mountains or at a height above the sea

_____8. process for sending messages by electricity

_____9. person who is trained in, or familiar with science

_____10. materials supplied by nature

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 1: AMERICANS CHANGE THEIR WAY OF LIFE

VOCABULARY TEST

Fill in the blanks using words in Column I.

1. Materials supplied by nature are called ____________________.

2. Power produced by changes in the nucleus of an atom is called ____.

3. Most Americans buy _____________ __________________ clothes rather than custom made clothes.

4. ________________________ is necessary to heat our homes.

5. Great ____________________ have invented machinery which make our daily life simpler.

6. The invention of time saving machines has given us much____________ time.

7. The United States has high level __________________ rising in the west central part of the country.

8. If the ___________________________ had been invented in 1812 Andrew Jackson would not have led the Battle of New Orleans, two Weeks following the peace treaty with England.

9. Leisure time gives us the opportuntiy to ______________________ from our work.

10. The earth is the _____________________________ from which we obtain our great wealth.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
p.469	conveniences machinery profit	industry	
p.470	quantities sawmills veins conserving	natural resources	
p.471	hire creditors countless merchants depressions confidence boom panic		
p.472	actually recession monopoly		
p.473	refining corporations trust temptation compete		John D. Rockefeller
p.474	handiwork variety secure welfare	worker-management relations	
p.475		craft unions industrial unions	1869 Knights of Labor, Uriah S. Stephens, 1886 American Federation of Labor, Samuel Gompers, A. F. of L.
p.476	trade craft rival recruited mass-production	skilled workers	1930 C.I.O., Congress of Industrial Organizations, John L. Lewis, United Mine Workers Union, 1955 A.F. of L. - C.I.O.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.476	arbitration collective bargaining strike	labor weapon	Panic of 1873, railroad strike of 1877
p.477	humble organize bargain		
p.478	sullenly picket lines strike breakers welfare funds open shop closed shop union shop automation	eight-hour work day	Eugene V. Debs, 1886 "Haymarket Riot", 1892 Homestead, Pa. strike
p.479	essential equipment health insurance pension retired prohibited		1890 Sherman Anti-Trust Act
p.480	hauling cosmetics empolyer's liability		1887 Interstate Commerce Act, 1914 The Clayton Act, Pure Food and Drug Act, Theodore Roosevelt, Workmen's Compensation
p.481		minimum wages	National Labor Relations Act, Wagner Act, National Labor Relations Board, Social Security Act, Wages and Hours Act, Taft-Hartley Act of 1947
	convicts	cooling off period	1959 Landrum-Griffin Act

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

WORDS USED IN CONTEXT

1. The miners dug deep into the earth in search of rich veins of ore. They felt fortunate when they located the veins of coal which ran in layers beneath the earth's surface.

2. When the creditors called in their loans, a panic developed in the business world. These creditors needed the money they had loaned to the public to pay their own expenses.

3. A recession often follows a period of rapid expansion. Usually a recession is not as severe or damaging as a depression.

4. Rockefeller set up a huge and powerful trust controlling the oil industry. Such trusts or monopolies have been outlawed.

5. A small business man has a difficult time trying to compete with large chain stores. The small store-keeper cannot purchase in the same volume as the super market can and therefore he is limited in his efforts to compete with his competitors.

6. Monopolies destroy the theory of supply and demand. A monopoly is in a position to have full control to set prices, wages, hours,etc.

7. Collective bargaining is a compromise between labor and management. Many strikes have been avoided by the use of collective bargaining.

8. The open shop as opposed to the closed shop has been a problem of the unions. In an open shop, union as well as non-union workers are permitted employment. Closed shops, which hire only union workers, are outlawed by many states. A union shop permits both union and non-union workers to work side by side.

9. The use of more and more machinery has created the same fears in the 20th century as the Industrial Revolution did in the 19th century. This use of machinery, called automation, is a great time-saver. By the use of automation a job that might take weeks for many men can be done in a matter of hours .

10. Many people depend on their pension to help them enjoy the later years of their lives. During their working years they pay money from their salary into a pension fund which is paid to them at the time of retirement.

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. confidence
B. monopoly
C. hire
D. profit
E. variety
F. arbitration
G. collective bargaining
H. prohibit
I. sullen
J. liability
K. automation
L. trust

Column II

____1. settlement of a dispute by the decision of somebody chosen to be a judge

____2. belief that a person is honest; business that takes charge of the property of others

____3. pay for the use of the work or services of a person

____4. to have faith in somebody

____5. to have exclusive control of something

____6. to limit the use of something or somebody

____7. number of different things

____8. to gain from a business; advantage

____9. method or technique of manufacturing a product

____10. silent because of bad humor or anger

____11. thing to one's disadvantage

____12. negotiation about wages and hours

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

TECHNICAL VOCABULARY

Directions: In Column B, there are definitions for the words listed in Column A. Match each word and its definition. Place the letter of the definition on the line in front of the word it defines.

Column A

_____1. arbitration

_____2. blacklist

_____3. boycott

_____4. closed shop

_____5. collective bargaining

_____6. strike

_____7. open shop

_____8. picket lines

_____9. business combinations

_____10. minimum wage

Column B

A. refusal to work on the part of a group of employees

B. laws the states passed fixing the amount that could be paid workers

C. striker who tries to prevent non-strikers from working

D. a factory or business which employs both union and non-union workers

E. a factory or business that only hires union workers

F. the process by which representatives of labor and of the employer come to an agreement over matters in a dispute

G. list of workers whom employers consider to be troublemakers

H . refusal to buy or use

I. all operations under the same ownership

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND AND SOLVE NEW PROBLEMS

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

A. Some important problems that arose in the machine age

B. New methods of farming

C. The national government passes laws to assist the workers

D. How the government tried to solve some problems of business and industry.

E. John D. Rockefeller, founder of Standard Oil

F. Labor unions try to win better working conditions

G. The knights of Labor is organized

H. Samuel Gompers becomes a union leader

WILDER, UNIT VI, CHAPTER 23: GROWING BUSINESS AND INDUSTRY FACE AND SOLVE NEW PROBLEMS

SUMMING UP

LABOR UNIONS IN THE UNITED STATES

Complete the following chart. You may use your textbook.

How the worker tried to win his demands	How the employer tried to win his demands	Laws concerned with the worker

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

WORDS TO LEARN

Lenny and Fred owned a small factory. As their business grew in size, it was necessary to raise larger sums of money to continue to make a profit. They decided to organize a corporation and to issue shares of stock. If the corporation succeeded, the stockholders would make money. Since Lenny and Fred were once workers themselves, they made sure that working conditions in their factory would be ideal so the workers would have no reason to protest. They made sure that the Board of Directors of their corporation visited the factory and knew what was going on.

The workers were paid adequate wages so complaints were few. Lenny and Fred were told that they should be careful not to create a monopoly. This would be unfair, since they would be able to change whatever price they wanted for their products. Today these two men run a prosperous corporation where all the workers are happy.

NOTES ON THE READING

AIMS: To Learn How the Factory System Developed Into a System of Big Businesses.
To Learn How the Coming of Big Business Affected the Worker.

1. How did the corporation begin?	
2. How is a corporation formed?	
3. A. Who were the "captains of industry"?	A.
B. How did they help America grow?	B.
C. What were the contributions of James J. Hill, Andrew Carnegie, and John D. Rockefeller	C, Hill Carnegie Rockefeller

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

NOTES ON THE READING

4. What were the disadvantages of a corporation?

5. A. What laws were passed to correct monopolies?
B. Why were these laws passed?

A.

B.

6. Explain what problems were created after the Civil War as a result of factories.

7,8. What were the differences between businesses before and after the Civil War?

Before:

After:

9. If the worker wanted to leave his job before 1890, what could he do? After 1890?

Before 1890:

After 1890:

10. What were some adverse results of the Industrial Revolution?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

RECALL

The factory system had many effects on our country. Complete the following chart, keeping this in mind.

FACTORY SYSTEM

ADVANTAGES	DISADVANTAGES

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 10: THE WORKER IN THE FACTORY

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. corporation

B. stock

C. shares

D. stockholder

E. Board of Directors

F. monopoly

G. forbidden

H. wages

I. working conditions

J. protest

Column II

____1. amount paid for work

____2. statement that denies or objects strongly

____3. exclusive control of a service

____4. part; use together

____5. owners of stocks or shares in a company

____6. group of persons who obtain a charter to start a company

____7. not being allowed to do something

____8. state in which a person works

____9. group of people that run a company

____10. shares in a company; things for use or for sale

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING CONDITIONS

WORDS TO LEARN

Noel Levine was a man with a skill. He had learned his trade from his father who had taught it to him at a very young age. When his employer started to treat him unfairly, he decided he was going to join a trade union. He was told that if he belonged to the union he could win, his demands by collective bargaining. If this peaceful method did not work out he was told more forceful and persuasive means might be used. He wasn't sure whether the union representatives were all talk or men of action, but he soon found out. Their demands were not met and his union went on strike. The men refused to work. Not only did they not work, but they also decided to picket. They stood outside their factory and persuaded people not to go to work. They also decided to boycott. If this were successful the factory owners would lose money and be forced to come to an agreement. However, the owners had methods of their own to get the men back to work and they used them. During the strike, the owners tried a lockout. In other words, they refused to permit the workers to enter the factory. Noel was worried. He also discovered his name was on something called a blacklist. He was afraid other employers would not hire him because of this. He was told that the only way he could now get work was to sign a yellow-dog contract, promising not to join a union.

Things were not easy for Noel for the next few years. After a long, hard fight, unions finally were recognized and he was happy that he was partially responsible for them.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING CONDITIONS

NOTES ON THE READING

AIMS: To Learn How the Workers Formed Unions to Improve Their Conditions of Work
To Learn How the Government Has Helped the Worker Get Better Wages, Better Hours, and Improved Conditions

1. A. What did the workingman do to improve his conditions?
B. What was the Knights of Labor?

A. ______________________________

B. ______________________________

2. Discuss briefly Samuel Gomper's early life.

____

3. What were the two ideas Gompers had about trade unions?

1. ______________________________

2. ______________________________

4. What were the difficulties facing the American Federation of Labor?

____

5. A. What did Gompers and other leaders continue to fight for?
B. How did they go about winning their demands?

A. ______________________________

B. ______________________________

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING CONDITIONS

NOTES ON THE READING

6. If collective bargaining didn't work, what could the workers do?

7. What weapons did the employer have in a strike?

8. A. What was the Wagner Act?
B. What were some results of the Wagner Act?

A. ____________________

B. ____________________

9. Explain the organization of the C.I.O.

10. A. What was the Taft-Hartley Law?
B. What happened in 1955 concerning the unions?

A. ____________________

B. ____________________

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING CONDITIONS

NOTES ON THE READING

11. What did Congress do as a result of a study of unions in the 1950's?

RECALL

Complete the following outline.

How the worker tries to win his demands	How the employer tries to win his demands	Laws passed concerning the worker

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 11: WORKERS UNITE TO GET BETTER WORKING CONDITIONS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. trade union

B. skill

C. unskilled

D. trade

E. collective bargaining

F. strike

G. picket

H. boycott

I. blacklist

J. recreation

K. lockout

L. yellow-dog contract

Column II

____1. ability gained by practice

____2. refusal to give work to workers until they accept the employer's terms

____3. list of people who are believed to deserve punishment

____4. combine against and have nothing to do with

____5. play; amusement

____6. person stationed by a labor union near a factory

____7. association of workers in any trade or craft

____8. promise that person wouldn't join a union

____9. buying and selling; kind of work

____10. refusal of employees to work

____11. awkward; clumsy

____12. talking about things such as wage and hours

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

WORDS TO LEARN

	Vocatulary	Social Studies Words	People, Places, Events, etc.
p. 264	communication invention manufacture	Clipperships	
p.267	cargo yonder bulky slender bustling	packet ship freighter whaler "trimming ship"	Salem, Massachusetts
p. 268		trinkets	"Empress of China", Canton, "Grand Turk", Orient, Captain Robert Gray, "Columbia", Baltic Sea, Denmark, Sweden , Mediterranean
p. 270	valiant weary far-flung	squadron, gum-copal tallow	Barbary States, Luzon, Zenaibar, Arabia, Madagascar, Antartic, Rio de Plata, Malaysia
p. 271	dwindled, disuse, shrewd envy pride	embargo wharves	Donald McKay, "Flying Cloud", Cape Horn, San Francisco
p.272		Industrial Revolution spinning wheel hand loom spinning jenny power loom factory	James Hargreaves, Edmund Cartwright, Richard Arkwright
p. 273	self-reliant	textile factory system	Samuel Slater, Pawtucket, Rhode Island; Francis Lowell

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

	Vocabulary	Social Studies Words	People, Places, Events, etc
p.274			Elias Howe
p.275	dispose	tariff	
p.276	decline ventilation	duties assembly line	
p.277		immigrants wages	
p.278	convenience	labor union craftsmen	
p.279	succession oozing jounced		Cumberland or National Road
p.280	procession hindered	"Conestoga Wagons" toll gates turnpikes	Cumberland, Maryland; Wheeling, Ohio; Vandalia, Illinois
p.281		Canal Era Erie Canal	Governor De Witt Clinton
p 282			James, Watt, John Fitch, Robert Fulton, "Fulton's Folly", "Clermont"
p.283	prophecy		Oliver Evans
p.284	scoffed quaint crude		George Stephenson, "Tom Thumb", Peter Cooper
p.285	bold		Charles Dickens,
p.286	communication keen	telegraph Morse Code	New York Central, Samuel F.B. Morse

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

WORDS USED IN CONTEXT

People in the 1800's did not have any way of sending messages quickly. Communication was in its infant stage. As settlers moved further west, they saw the importance of communication.

The travelers were weary after their long journey. These weary people were glad to rest at the first hotel they saw.

When the boy got his new bike he could see envy in the eyes of his friends. This envy soon passed when he let them take turns riding the bike.

As he spent more and more money he saw his bank account dwindle. It dwindled so much that he had to borrow money to pay his debts.

It is important to have proper ventilation in a house. Ventilation is the process of supplying fresh air.

The procession moved in perfect order. When the procession reached the end of the street the people crowded around to see what was going on.

QUESTIONS ON CHAPTER 14

q From the title of Chapter 14, The Northeast Becomes the Center of Trade and Manufacturing, we can assume that the chapter deals with:

A.

B.

C.

D.

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

A quick pre-reading of the chapter introduction, the sub-chapter and and chapter check ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

A. Americans opened trade with the Far East

B. The War of 1812 damaged American shipping

C. Donald McKay advanced shipping

D. Manufacturing centers flourished in the South

E. The protective tariff benefited the Northeast

F. The factory system led to the growth of unions

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

Directions: State the effect that each of the following in Column I had on the Northeast.

Column I Cause	Column II Effect
A. clipper ships	1.
B. Samuel Slater	2.
C. War of 1812	3.
D. Elias Howe	4.
E. protective tariff	5.
F. factory system	6.
G. turnpikes	7.
H. canals	8.
I. railroads	9.
J. telegraph	10.

WILDER, UNIT VI, CHAPTER 14: THE NORTHEAST BECOMES THE CENTER OF TRADE AND MANUFACTURING

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. communication	_____1. list of duties or taxes on imports or exports
B. valiant	_____2. discontent at another person's good fortune
C. weary	_____3. giving information by talking, writing, etc.
D. clipper ship	_____4. brave, courageous
E. shrewd	_____5. telling what will happen in the future
F. envy	_____6. having a sharp mind, having a keen wit
G. quaint	_____7. ship with towering masts and long, slender lines
H. prophecy	_____8. ship that ran on a time schedule
I. tariff	_____9. tired; run down in mind and spirit
J. ventilation	_____10. strange; odd
K. packet ship	_____11. processs of supplying fresh air

WILDER, UNIT VI, CHAPTER 22: THE UNITED STATES BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.443		industry	
		production	Industrial Revolution
p.444	precious	manufactured	Machine Age,
	timber	tractors	Pennsylvania,
		plows	Appalachian region,
		harvester	Mississippi Valley,
		raw materials	Lake Superior
		natural resources	
		forefathers	
		continent	
		mineral	
		deposit	
		copper	
		lead	
		bauxite	
		alumunum	
		manganese	
		tin	
		nickel	
		platinum	
		petroleum	
		reserves	
p.445	intermediate	synthetic	
	insulate	plastics	
	upholstery	limestone	
p.446	investment		Eli Whitney,
	inventive		Elias Howe,
	persistence		Thomas Edison
	inventor		
p.448	laboratory	mass production	Menlow Park,
	patent	division of labor	New Jersey
	feeble	standard parts	
	welder		
p.449	interchangeable	assembly line	Henry Ford
	identical	conveyer belt	
	substituted		
	task		
	assembled		
	fixtures		
	employee		

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places,Events,etc
p.450	emerges revolutionize procedure research semi-skilled populations eager hauled effective specialty	automation computer	Russian, English
p.451	specialize catalogue rural partnership corporation shares of stock stockholders dividend	department stores chain stores pioneer mail order house	John Wanamaker, Philadelphia; Marshall Field, Chicago; Great Atlantic and Pacific Tea, Co.; F.W. Woolworth Co; Montgomery Ward; Sears Roebuck
p.452	organization communication multi-lane telegraph cable		Europe, Asia, Africa, Cyrus Field, Atlantic Ocean, British Isles, America
p.453			Scotsman; Alexander Graham Bell, Boston; Cambridge, Massachusetts; New Haven, Connecticut

Words needed to understand the notes about the telephone: contrivance, transmitter, diaphragm, primitive.

P.454	radar sonar		New York, San Francisco KDKA, Pittsburgh; Marconi; Italian; Newfoundland; Great Britain

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.455	commercial		World War II, North, South, Midwest
p.456	capacity economically	trunk line air brakes automatic coupler	Cornelius Vanderbilt, New York Central System, Pennsylvania Railroad, Baltimore and Ohio, Pullman Company
p.457	experimenter chromium		George Selden, Charles Duryea, Elwood Haynes, Alexander Winton, Henry Ford, New Englander, Charles Goodyear
p.458	synthetic	vulcanizing	Samuel Langley
p.459	tragically		Wilbur Wright, Orville Wright; Dayton, Ohio; Kittyhawk, North Carolina; First World War; Charles Lindbergh; Wiley Post; Harold Gatty; Amelia Earhart; Honolulu; California; World War II; Federal Aviation Agency
p.460			Akron; Toledo; Los Angeles; Newark, New Jersey; Minneapolis; St. Louis; Dallas; "captain of industry"

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
p.460			James J. Hill Canada;
p.461			St.Paul, Minnesota; Great Northern Railway; Seattle, Washington; Andrew Carnegie; Henry Bessemer; William Kelly; Scottish
p.462	revolutionized petroleum kerosene monopoly		Lake Erie; Great Lakes; United States Steel Corporation; John D. Rockefeller ; Standard Oil; Benjamin Silliman; Titusville, Pennsylvania; Cleveland
p.464	ample		American Telephone and Telegraph Company
p.465	laboratory synthetic textiles electronic radar X-ray computer satellite eliminate merchandise	supermarket shopping center discount houses	
p.466	advertising		

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

WORDS USED IN CONTEXT

The area contained many precious metals. These metals were precious because they were hard to get.

I am going to insulate my house because there are too many drafts. This insulation will keep it warm in the winter and cooler in the summer.

During the last war, synthetic rubber was very important. Since items like rubber, and silk, were scarce, man-made synthetic products had to take their place.

Since he did not get a patent for his invention he could not prove it was his. Patents protected inventors just like copyrights protected writers.

I made a small investment in the stock market. This money that I invested I hope will some day make me a fortune.

The runner's best quality was his persistence. He would never give up.

No task is too small or job too big for your friendly movers.

The parts were interchangeable; each one could be used in place of the other.

The large company had a monopoly on all the goods produced. This monopoly enabled the company to set prices and drive the small businessman out of business.

You have to eliminate many of the words on this list. If you get rid of at least ten you will have a better list.

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

VOCABULARY TEST

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

1. precious
2. insulate
3. synthetic
4. patent
5. investment
6. persistence
7. task
8. interchangeable
9. monopoly
10. eliminate

Column II

_____A. made artificially

_____B. work to be done

_____C. can be put in place of each other

_____D. keep from losing heat

_____E. something that is expected to yield money

_____F. get rid of

_____G. valuable

_____H. continuing firmly

_____I. government grant to protect an invention

_____J. complete control

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

QUESTIONS ON THE CHAPTER

From the Survey

From the title of Chapter 22, The United States Becomes a Great Industrial Nation, we can draw certain conclusions about the content of the chapter. Below there are a list of conclusions. If you think that the conclusions follow naturally as a result of the title of the chapter write CF, for conclusion follows. If you think that the conclusion does not follow beyond a reasonable doubt, write conclusion does not follow (CNF). Use sub-titles, headings charts, etc, to help you decide.

_____1. Certain basic conditions make the United States a leading industrial nation.

_____2. The United States has great methods of transportation and communication.

_____3. There have been many great inventions in the United States.

_____4. John D. Rockefeller founded Standard Oil.

_____5. Mass production and the growth of corporations aided American industry.

WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

QUESTIONS ON THE CHAPTER

"Necessity is the mother of invention."
This means that before developments take place, there is usually a problem that needs solving. Below you will find a list of developments that solved certain problems . Match the development to the problem that it helped solve.

Problem	Development
A. many people claimed other people's inventions	1. advertising industry
B. automation	2. trans-Atlantic cable
C. need for large sums of money	3. vulcanization of rubber
D. manufacturers couldn't sell products	4. trunk lines
E. automobiles need tires	5. demand for highly trained workers
F. expense of converting iron to steel	6. establishment of a Federal Aviation Agency
G. trans-continental communciation took weeks	7. corporations here research scientists
H. freight had to be moved many times, from one railroad line to another	8. patent law
I. products need to be improved and new ones developed	9. Bessemer Process
J. airways are very crowded	10. estabishment of corporations

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING BEFORE THE CIVIL WAR

WORDS TO LEARN

Too many of us merely accept the comforts and modern conveniences around us. If we do think about them, it is usually to complain about some minor mishap or delay in services. We assume that the food will be delivered to food stores all neatly packaged, that the trains and planes will run, that a flick of a switch will produce electricity and that our friends are at the end of a dial tone. But none of these things, nor hundreds more, were commonplace in 18th and 19th Century America. The lives of the great inventors make exciting reading. These mem of genius struggled against tremendous odds to fulfill their visions.

NOTES ON THE READING

AIM: To Learn of the Changes in Travel, Communication and Farming before 1865.

1. What industry started the Industrial Revolution in the United States?
A.______________________________
____
B.______________________________

2. What did Robert Fulton contribute to the Industrial Revolution?
A.______________________________
B.______________________________

3. In what industry in England was the "iron horse" first used successfully?
A.______________________________
B.______________________________

4. How did Peter Cooper prove the superiority of his locomotive?
A.______________________________
____
____

5. What were the farming tools used before the American Revolution?
A.______________________________
B.______________________________
C.______________________________

6. How did John Deere's invention help the farmers of the Middle West?
A.______________________________
B.______________________________
____

7. How did Cyrus Mc Cormick's invention establish the "bread basket of the United States" in the Mid-west?
A.______________________________
____
B.______________________________
____

8. What purpose did the telegraph serve in a growing and expanding America?
A.______________________________
____
____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING BEFORE THE CIVIL WAR

NOTES ON THE READING

9. How was the telegraph used by other industries in the United States?

A.______________________________
B.______________________________
____

10. How did Elias Howe's invention bring about the factory system?

A.______________________________
____
B.______________________________

11. Explain how Kelly and Bessemer set the framework of the cities of steel of today.

A.______________________________
B.______________________________
C.______________________________

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. Industrial Revolution
B. inventions
C. inventors
D. factories
E. scythe
F. communications
G. transportation
H. conveniences

Column II

____1. giving of information by talking, writing, etc; a sharing of ideas

____2. a means of locomotion; going from one place to another

____3. the era when newly invented machines began replacing hand labor

____4. buildings where things are manufactured

____5. person who makes up or thinks out a new machine, process, etc.

____6. making something new

____7. slightly curved blade on a long handle, used for cutting grass

____8. aids, facilities, making life easier

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 2: INVENTIONS CHANGE OUR WAY OF LIVING BEFORE THE CIVIL WAR

WHO AM I ?

_____ I put America on wheels with my model "A" invention.

_____ My invention meant that one average farmer could feed ten city dwellers.

_____ I memorized the parts of an invention to get them out of England.

_____ The telephone companies still use my name.

_____ I became famous with the message, "What hath God wrought?"

_____ I really invented the sewing machine, though another name is associated with it.

_____ I made my fortune in steel.

_____ I worked with developing a process for purifying iron.

_____ I made "Tom Thumb" famous.

_____ My "Folly" traveled about five miles an hour.

SCHWARTZ,O'CONNOR, UNIT VI, CHAPTER 4: IMPROVEMENTS CONTINUE AFTER 1865

WORDS TO LEARN

Many factors must combine to produce a great, free industrial nation. From the beginning the United States has been blessed with all the elements necessary for growth and development. The United States government provided a democracy which gave its citizens a feeling of a faith in the government. Under these conditions the men of genius were free to invent and experiment . The government protected their inventions with patents and at times provided money to help these men continue their work. The United States abounded in natural resources, which were developed by American industry for the benefit of the American people. The unrestricted immigration policy of the U.S. government at that time, provided the labor force to help build American factories and transportation systems, while the years of peace after the Civil War provided the time for internal growth.

NOTES ON THE READING

AIM: To Learn of the Makings of Modern America After the Civil War

1. How would you define an industrial nation?	A.____________________ ____________________
2. Where and when was the "golden" spike presented?	A.____________________ B.____________________
3. How did the transcontinental railroad help in the industrialization of the United States?	A.____________________ B.____________________ C.____________________
4. What inventions made travel safer and faster?	A.____________________ B.____________________ C.____________________ D.____________________
5. What did Cyrus W. Field contribute to the communications system?	A.____________________ ____________________
6. Why was Alexander G. Bell concerned with the human voice and sound reception?	A.____________________ ____________________ ____________________
7. How did Marconi improve and further the inventions of Morse and Bell?	A.____________________ B.____________________ ____________________

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 4: IMPROVEMENTS CONTINUE AFTER 1865

NOTES ON THE READING

8. How did broadcasting originate?

A.______________________________
B.______________________________

9. What later development came about after the general use of television?

A.1960__________________________
B. 1962_________________________

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. industrial
B. factories
C. mass production
D. transcontinental
E. immigrants
F. frontier
G. diesel
H. Pullmans
I. diners
J. relay

Column II

_____1. manufacture of identical articles on a large scale
_____2. any branch of business, trade or manufacture
_____3. crossing or spanning a continent
_____4. building where things are manufactured
_____5. person who comes into a strange country to live
_____6. the farthest edge of settlement; end of a settled area
_____7. an internal-combustion engine that burns oil with heat caused by the compression of air
_____8. a railroad car with berths or small rooms for sleeping
_____9. a railroad car in which meals are served
____10. transmit by an electrical current

READING QUESTION

Which Came First?

Directions: Using the numbers 1 to 7, place the following events in their correct time order.

_____ The election of a President is announced on radio.

_____ Telstar relays a television program around the globe.

_____ The "Golden Spike" marks the completion of the first transcontinental railroad.

_____Lee De Forest invents a radio tube.

_____ The United States extends from the Atlantic to the Pacific Ocean.

_____A voice is sent over wires.

_____ Signals are sent through the air without wires.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 5: AMERICA ON WHEELS

WORDS TO LEARN

No invention brought greater change to the American scene than the automobile. This new invention was made available to the average family by Henry Ford, who used the assembly line to carry out the mass production of his Model T. The average American family became acquainted with the country far beyond his own little farm. The center of entertainment and amusement moved from the family fireside to the village square. A need for more varied amusements arose. A need then for better roads has developed today into a continuous highway throughout this land. How many changes can you think of that are a result of the automobile?

NOTES ON THE READING

AIM: To Learn How the Invention of the Automobile Changed Our Way of Life.

1. What was the horseless carriage? ____________________

2. A. What was the most important element in developing a machine that would run by itself?
A. ____________________

B. Who dug the first successful oil well in Pennsylvania?
B. ____________________

3. A. Name the process used for removing the impurities from oil.
A. ____________________

B. Where were the first machines to run on gasoline built?
B. ____________________

C. What is the meaning of the word automobile?
C. ____________________

4. Who was one of the first automobile manufacturers in America? ____________________

5. What is mass production? ____________________

6. A. Describe an assembly line.
A. ____________________

B. What is division of labor?
B. ____________________

7. What invention by Eli Whitney was put to use by Henry Ford? ____________________

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 5: AMERICA ON WHEELS

NOTES ON THE READING

8. What discovery by Charles Goodyear was a valuable addition to the invention of the automobile?

9. Why is it said that the automobile has changed our ways of living?

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I .

Column I

A. horseless carriage
B. gasoline engine
C. impurities
D. process
E. refining
F. mass production
G. assembly line
H. division of labor
I . standardized parts
J. vulcanized rubber

Column II

_____1. treat rubber with sulphur and heat to makemore elastic & durable

_____2. jobs are divided among people

_____3. identical or interchangeable parts

_____4. conveyor; together with the workers who man it along which a product moves until it is completed

_____5. machines driven by steam engines, not horses

_____6. machine driven by refined oil

_____7. treat or prepare by some special method

_____8. free from impurities

_____9. dirty; that which is not pure

_____10. manufacture of identical articles on a large scale

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 5: AMERICA ON WHEELS

SKILL

Match the invention or ideas in Column II with the inventor in Column I.

Column I	Column II
A. Henry Ford	____1. first oil well
B. Charles Goodyear	____2. standard parts
C. Edwin Drake	____3. vulcanized rubber
D. Eli Whitney	____4. assembly line
E. Cyrus Field	____5. telephone
F. George Westinghouse	____6. Atlantic cable
G. Alexander G. Bell	____7. air brake

WORDS TO LEARN

No other event in American history ever created the mass hysteria as did "Slims" solo flight to Paris. Charles Augustus Lindbergh was a poor boy who was born in Detroit and raised in Minnesota. He had always been interested in flying, but could not raise enough money to buy the materials he needed. He remembered that in 1919 a Frenchman, Raymond Orteig, had posted a prize of $25,000 for the first non-stop flight from New York, to Paris or from Paris to New York. Lindbergh wanted to advance the aviation industry and to prove to people that planes could really fly. He now needed the backers to help him make his flight. He had $2,000 of his own, but he needed a total of about $15,000. Finally three men formed a committee to raise the money for him.

In the pre-dawn hours of May 20, 1927, he took off from Roosevelt Field on Long Island, 33 hours, 30 minutes, 29.8 seconds later he arrived at Le Bourget airport, a few miles outside of Paris. He had proved that the ocean could be spanned; Europe and America were brought together. Upon his return to America, Lindbergh became a national hero and America became air-minded.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 6: WE TAKE TO THE AIR

NOTES ON THE READING

AIM: To Learn How the Invention of the Airplane Has Changed Our Ways of Living

1. Why were the balloon and the glider not sufficiently satisfactory?

A.______________________________
B.______________________________

2. Where and when was the first air flight made?

A.______________________________
B.______________________________

3. What was the result of the "Lone Eagle's" flight from New York to Paris?

A.______________________________
____
B.______________________________

4. How has the airplane produced both good and bad results?

A.______________________________
B.______________________________
C.______________________________

5. What new type of plane was produced during World War II?

A.______________________________
____

6. What is the principle behind the jet engine?

A.______________________________
____

7. How far into space does the layer of air extend?

A.______________________________
____

8. 1. How does the rocket engine provide for the lack of air in space?

1.______________________________
____
____

2. Why was Robert Goddard nicknamed "moon-mad" Goddard?

2.______________________________
____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 6: WE TAKE TO THE AIR

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. balloon

B. glider

C. propeller

D. propulsion

E. rockets

F. hero

Column II

_____1. device consisting of a revolving hub with blades

_____2. a driving forward or onward

_____3. a self-propelling device operating by means of gases escaping from a nozzle

_____4. aircraft resembling an airplane without a motor

_____5. an airtight bag filled with some gas lighter than air

_____6. idol; most important person

READING QUESTION

The following men are all connected with the growth of communications or transportation in the United States. Write a brief paragraph about the men and their contributions.

1. Wilbur and Orville Wright
2. Charles A. Lindbergh
3. George Westinghouse
4. Henry Ford
5. Charles Goodyear
6. Leonardo Da Vinci

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 7 : THE WIZARD, THOMAS EDISON

WORDS TO LEARN

Young Thomas Edison received a permanent injury to his ears because of his ambition and desire for knowledge. It is said that while selling newspapers on a train, he set up a laboratory in a freight car. One day it caught fire accidentally . The train's conductor threw the chemicals and young Tom's experimental laboratory from the train. At the same time he boxed Tom's ears. Tom Edison remained deaf for the rest of his life.

NOTES ON THE READING

AIM: To Learn How Electricity Became A New and Important Source of Power.

1. How did Thomas Alva Edison show interest in science when he was a youngster?

2. A. What was his first invention?
   B. Where?

A. ______

B. ______

3. A. For what is Edison best remembered?
   B. What are the benefits of this invention?

A. ______

B. ______

4. A. What did Edison find caused the glow to last?
   B. How long did the first light bulb last?

A. ______

B. ______

5. A. How did Edison make his invention available to a great number of the people?
   B. How many inventions are credited to Edison?

A. ______

B. ______

6. Name a few of the inventors and their inventions that helped make life easier.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 7: THE WIZARD, THOMAS EDISON

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. wizard
B. electricity
C. laboratory
D. chemicals
E. experiments
F. accidentally
G. telegraph
H. carbon
I. generators
J. phonograph

Column II

_____1. a means for transmitting sound by electricity

_____2. talking machine

_____3. by chance

_____4. piece used in batteries, arc lamps, etc.

_____5. make trials or tests

_____6. made by or used in chemistry

_____7. form of energy that can produce light, heat, magnetism, and chemical changes and which can be generated by friction, induction or chemical changes

_____8. machine that changes mechanical energy into electrical energy

_____9. Place where scientific work is done; experiments, etc.

_____10. very clever person; expert

SKILL

With which of the following inventions was Thomas Alva Edison associated?

A. automobile

B. Spinning Jenny

C. assembly line

D. light bulb

E. airplane

F. phonograph

G. telegraph printing machine

H. motion picture camera

I. reaper

J. wax paper

SCHWARTZ, WILDER, UNIT VI, CHAPTER 22: THE U.S. BECOMES A GREAT INDUSTRIAL NATION

SCHWARTZ, UNIT VI, CHAPTERS 2,4,5,6,7

At the left you will find a list of names. Match the people with their achievement or idea.

1. Cyrus Field
2. Marconi
3. Alexander G. Bell
4. Eli Whitney
5. Charles Goodyear
6. Charles Lindbergh
7. Wright Brothers
8. Thomas Edison
9. Henry Ford
10. William Kelly

_____A. wireless

_____B. vulcanization of rubber

_____C. invented the light bulb

_____D. used coke to turn iron into steel

_____E. first to fly

_____F. standard parts

_____G. trans-Atlantic cable

_____H. the horseless carriage

_____I. flew the Atlantic non-stop

_____J. telephone

✓

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.483	tremendous frequently	prairies	
p.484	scythe harvesting hogs		
p.485	inefficient sheathing furrow implements reaper sheaves thresher husks chaff combine		Cyrus McCormick , James Oliver
p.486	tractors diesel	aire	
p.487	ample		Mississippi
p.488	wilted cultivated moisture evaporating	conquered irrigations ditches dam reservoirs dry farming	Mormons, Utah, Hoover Dam, Grand Coulee Dam, Fort Peck Dam
p.489	discouraging tornadoes dust storms continual plague available diminished	money crop supply and demand	
p.490	debts particularly freight intense fertilizer		

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.491	eroded desolate		
p.492	politics convinced forbade		Oliver H. Kelly, 1867 National Grange of the Patrons of Husbandry (Grange), 1887 Interstate Commerce Act, Interstate Commerce Commission
p.493	reforms sympathized eloquently orator	political parties paper money greenbacks	National Greenback Party, Greenback Party Populist Party William Jennings Bryan William Mc Kinley
p.494	remedy welfare concern scientific yield	farm bloc	The Farmer's Union, American Farm Bureau Federation, Non-Partison League, co-operative association, Agricultural Colleges 1862 Morrill Act
p.495	suspicious continual soil conservation Yearbook summarizes research		1862 Department of Agriculture
p.496	surpluses accumulation staple crops depression skyrocketed prosperous series	farm loans price supports	Weather Bureau, county agent 1933 Agricultural Adjustment Act
p.499	encourages costly burdened surpluses basic tackling in spite of solution	protective tariffs	

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

WORDS USED IN CONTEXT

1. The farmer used very crude tools in harvesting his grains. The new, improved farm machinery has made harvesting much simpler.

2. The new plow made it possible to cut a straight furrow in the soil. Sometimes the farmers would not plant in these furrows but would allow the land to remain idle in order for the loose earth to gather the rainfall.

3. The combine was a machine capable of cutting, threshing, cleaning and gathering the grain. The combine made it possible for a farmer to more than triple his output.

4. Careless and wasteful practices in farming have resulted in soil erosion. This eroded or washed-away land is largely responsible for flooding in many sections of the country.

5. The Indian had been placed on reservations which are desolate and arid desert lands. The Indian can barely support his family from what he can grow on this desolate land.

6. The United States has been fortunate in having many excellent orators. One of the most famous of our orators was William Jennings Bryan, who gave his most famous speech in defense of coining large amounts of silver coin in the United States.

7. When we talk about saving, most of us think in terms of money but the farmer realizes he can not save unless he practices soil conservation. The Department of Agriculture provides many studies on soil conservation in order to help the farmer use the soil wisely.

8. Colleges and universities provide much research on problems found in American life. They study the cause and effect of events and actions and send our research teams to try to back their findings.

9. Huge surpluses of grain are stored in the mothball fleet in the Hudson River. The farmer fears these surpluses because it very often lowers the price of his product.

10. In order to protect the farmers, the government has set up price supports. These price supports more or less govern the price of farm goods.

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

A quick, pre-reading of the chapter introduction, the sub-chapter and chapter check-up, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

A. How women fought for their rights

B. New types of farm machinery

C. Why farmers organized to protect their interests

D. How farmers tried to overcome their problems

E. The national government passed laws to regulate labor

F. How the government tried to help the farmers

SURVEY

Match the following items:

Directions: In the blank appearing before Column II, place the letter from Column I which best fits the description given.

Column I

A. Oliver H. Kelly
B. William Jennings Bryan
C. Morrill Act 1862
D. Populist Party 1890
E. co-operative associations
F. 1933 Agricultural Adjustment Act
G. Interstate Commerce Act 1887

Column II

_____1. set up agriculture and engineering colleges
_____2. the farmer's party backing silver coinage and reform
_____3. "Silver-tongued orator of the West"
_____4. National Grange, 1867
_____5. direct aid to farmers; price supports; control of production; soil conservation
_____6. farmers' organization to buy and sell in large groups to get better prices
_____7. forbade railroads to give rebates or charge unreasonable rates for farm products being shipped on short haul

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS

FROM YOUR READING: SKILL INTERPRETATION

Interpret the cartoons on Pg. 490 & 491.

1. How does the first cartoon explain the law of supply and demand?

2. How did the story in the second cartoon force Congress to pass the Interstate Commerce Act?

3. Can you explain why the farmer in the third cartoon would join a farmer's cooperative or combine?

4. How would Oliver H. Kelley interpret the last cartoon? What arguments would he present to explain his viewpoint?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 12: THE FARMER HAS HIS OWN PROBLEMS

WORDS TO LEARN

Before the invention of machinery, most workers lived on farms. This is the story of Dennis Levitt, a man who started as a sharecropper. Along with other migrant workers, Dennis moved from place to place looking for work . He even took jobs in various granaries where he would take care of the surplus wheat. However, Dennis saw the chance to make money. By deciding to specialize in one crop he began to see that the more he found out about this crop the better the product would be. After a while Dennis was able to pay off all of his debts. He was even able to buy a reaper, a new machine that made farming much easier. Dennis decided that if he were to see things in his business improve it might be a good idea to join a political party. By doing this he felt he could influence laws being passed. He was disappointed when the government passed an income tax law and he had to pay a great deal of money because of his high income.

NOTES ON THE READING

AIM: To Learn How Machines Made Changes in the Way of Life on the Farm.

1. How did the machine help farmers after the Civil War?

2. How did the farmer "change" as a result of the invention of machines?

3,4. What problems did the farmers have?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 12: THE FARMER HAS HIS OWN PROBLEMS

NOTES ON THE READING

5.A. Why did the farmer grow more products?
B. What is a surplus?
C. What happened when there was a surplus?

A. ____________________

B. ____________________

C. ____________________

6.A. What happened to the farmers between 1865 and 1895?
B. What was the Grange?

A. ____________________

B. ____________________

7. What was the Populist Party? and why was it formed?

____

8. What caused the troubles in the 1920's ?

9. What did the government do to help the farmers in the 1930's?

____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 12: THE FARMER HAS HIS OWN PROBLEMS

PARAGRAPH DEVELOPMENT

Take the following facts concerning Chapter 12, The Farmer Has His Problems and organize them into (a) well-written paragraph(s).

a. After the Civil War the machine came to many more farms.

b. The farmer at one time raised food and animals for his own use.

c. The farmer tried to make more money by raising larger amounts of wheat, cotton, and corn.

d. The prices were so low between 1865 and 1895 that farmers could not pay their debts.

e. The farmer again asked the government for help during the depression.

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. reaper

B. specialize

C. debt

D. political party

E. income tax

F. sharecropper

G. migrant

H. granary

Column II

_____1. place where grain is stored

_____2. something owed to one another

_____3. person who farms land for the owner in return for part of the crops

_____4. move from one place to another

_____5. money paid to government on personal income

_____6. pursue some specialty

_____7. person or machine that cuts grain or gathers a crop

_____8. group of people joined together for a common interest

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 13: SAVING OUR RESOURCES

WORDS TO LEARN

It wasn't until the twentieth century that the government first started to think about its human resources. During the depression in 1929 many poeple lost their jobs and businesses. This led to government interference in certain areas. Laws were passed to try to end the depression. Many unemployed people were put to work by government agencies specifically created to put these people to work. The conservation of human,as well as natural resources, is vital to America.

NOTES ON THE READING

AIM: To Learn How Our Government Has Helped to Conserve Our Human and Natural Resources.

1. Why did the government decide to pass laws to help its people?

____
____
____

2.A. Why weren't people sure whether the products they were buying were good?

A. ____________________________
____
____

B. What did the government do to protect them?

B. ____________________________
____
____

3. What did some states do to protect their workers?

____
____
____
____

4. Why did the government feel they should help the workers during the depression.

____
____
____
____

5.A. How did the government help during the depression in 1929?

B. What was the"New Deal"?

A. ____________________________
____
____
____

B. ____________________________
____
____
____
____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 13: SAVING OUR RESOURCES

NOTES ON THE READING

6. How does the Social Security Law work?

7. What were some steps taken by the "New Deal" to save our human resources?

8,9. A. Why did Theodore Roosevelt take an active part in conservation?
B. What is meant by conservation?

A.

B.

10. What has Congress done since then to protect farming land?

11. What problem exists because America is a land of cities?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 13: SAVING OUR RESOURCES

Understanding What You Have Read

Which of these facts may be found in Chapter 13? Circle the letter of the facts that are found in the chapter.

a. The efforts that have been made to save our resources

b. The meaning of the "New Deal."

c. The reasons for food-inspection laws

d. Where our national parks are located

e. The purpose of the T.V.A.

f. The life of Albert Einstein

g. Probl[illegible] created by the factory system

h. Teddy Roosevelt's love for natural beauty

i. Mark Twain, forest ranger

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. human resources	____1. to protect from loss or being used up
B. interference	____2.. interruption of something
C. depression	____3. a sinking; or lowering
D. unemployed	____4. to be out of work
E. conservation	____5. supply of people

WILDER, UNIT VI, CHAPTER 24: NEW METHODS OF FARMING CREATE NEW PROBLEMS
SCHWARTZ,O'CONNOR, UNIT VI, CHAPTERS 12, 13: HOW DID THE UNITED STATES BECOME A LEADING INDUSTRIAL NATION

Write the letter of the meanings of the word in Column II in the space in front of the word in Column I.

Column I	Column II
_____1. combine	A. saving the natural resources of our country
_____2. money crop	B. machine for harvesting and thrashing grain
_____3. surplus	C. single crop to which a farmer devotes all his land and time
_____4. collective bargaining	D. excess of supplies
_____5. supply and demand	E. process by which a union bargains with management for all its members
_____6. farm bloc	F. the idea that when supply is small and demand large, prices will rise until supply equals demand; where supply is large and demand small prices will fall until supply and demand are equal
_____7. mass production	G. members of Congress from the farm states organized to pass laws to help the farmer
_____8. conservation	H. material supplied by nature
_____9. natural resources	I. manufacture of identical articles on a large scale
_____10. migrant worker	J. an agricultural farm hand who moves from place to place following the growing season

483-500 W
342-346 S & O

WILDER, UNIT VI, CHAPTER 25. THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events,etc.
p.507	ancestors	immigrants	William Cullen Bryant
	Words needed to understand the poem: downtrodden, oppressed, toil		
	merchant craftsmen minister lawyer		Thirteen Colonies England Scotland Wales British stock
p.508	fertile prosperous seized	frontiersmen inland	Scotch-Irish, German, Pennsylvania, Virginia, the Carolinas, Kentucky, Tennessee, "Pennsylvania Dutch", Negroes
p.509	famine journalist statesman	canal	Irish, John Barry, Carl Schurz, German
p.510	custom industrial manufacturing commercial		Middle West, Milwaukee, St. Louis, Cincinnati, Scandinavian, Sweden, Norway, Denmark, Minnesota, Dakota, Italy, Russia, Poland Austria-Hungary Balkan Peninsula, Jews
p.511	persecuted literature theater race nation steadfast ancient		American Revolution, Rhode Island , Haym Salomon, Philadelphia, Hebrew, Republican Democrat

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People,Places,Events.etc.
	Words needed to understand the quotation on page 511.		
	diverse homogeneous conservative progressive employer employee segment		
p.512	blacksmith sawmill commerce boisterous junction		Atlantic Ocean
p.513	population		Machine Age
p.514	majority descendants enabled inventiveness skyscrapers		Northeast, Chicago, Cleveland, Buffalo
p.515	dweller century leisurely		Pullman
p.516	immense vehicle throng tenement slum elevated railroad		"El" "the Loop", Jacob Riis, Denmark
p.517	literally tenants		Greenwich, Connecticut, Seattle; Cleveland
p.518	suburb metropolitan area ample sewage		Pittsburgh, Monadnock Building, Empire State Building Boston

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events,etc.
p.519	neon fume contractor		George Claude
p.520			Machine Age
p.521	regional drudgery		Iowa Des Moines

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

WORDS USED IN CONTEXT

1. The fertile land was very good for farming because it was so rich.

2. The merchant carried on all his business on his one-room shop. He bought and sold various items and was considered to be one of the most able merchants in town.

3. The newly-arrived immigrants were happy to be in America. When they left their home lands, they were told that immigrants from all lands were arriving in America.

4. The famine lasted for three years. During this time there was a great lack of food.

5. The prosperous man added to his wealth by playing the stock market wisely.

6. The employer told the employee "As long as I am the boss here, and you are working for me, you will do as I say."

7. I think that classes that have diverse groups of pupils are more interesting than those that have homogeneous groups of students. Students that have different intellects and backgrounds are always more challenging than those that have similar intellects and backgrounds.

8. In a democracy the majority rules. The person who gets a majority of the votes is elected.

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter before the words in Column I.

Column I	Column II
1. majority	_____A. wealthy
2. homogeneous	_____B. unifomm
3. diverse	_____C. one who works for someone
4. employee	_____D. rich; productive
5. employer	_____E. one who sells goods
6. prosperous	_____F. most
7. famine	_____G. one for whom you work
8. immigrants	_____H. different
9. merchant	_____I. lack of anything; starvation
10. fertile	_____J. someone who comes from a foreign land

FROM THE SURVEY

From the title of Chapter 25, The Machine Age Changes City and Farm Life, we can assume that the chapter deals with:

_____A. Ways of living have changed in American cities.

_____B. The way of life on American farms has changed

_____C. The invention of the airplane encourages world travel

_____D. Industry changes life throughout the nation

_____E. Industry changes ways of living in city and farm

Mark each answer choice above:
Det - if too detailed
Spec - if too specific
Genl - if too general
Irrel - if it's irrelevant
False - if not correct (all or part)
Best - if it's the best answer

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

QUESTIONS ON THE CHAPTER

A quick pre-reading of the chapter introduction, the sub-chapter and chapter check-ups, and the pictures, maps, charts and graphs, reveals that this chapter did not deal with:

A. Immigrants are attracted to America

B. Immigrants and farm people settle in cities

C. The quota system for controlling immigration

D. Different immigrant groups

E. Slum problems

From the graph on page 508, answer the following questions:

1. In what years did immigration reach a peak?

2. Where did most of the immigrants come from between 1881 and 1890?

3. Where did most of the immigrants come from between 1901 and 1910?

4. During what ten year period was immigration lowest, after 1850? Why?

5. In what years did the Irish migrate to America? Why?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 8: AMERICANS COME FROM ALL OVER THE WORLD

WORDS TO LEARN

The bell rang. Gradually, the halls filled with students. They all had that desperate look of famine. They moved in huddled masses toward the cafeteria. There was an awkward silence about them. They tried not to stare as they thought about the handicap John Bown would carry with him the rest of his life, because of a fraternity prank, The sound of this wheel chair being pushed through the hall cut like a sharp blade through a crisp apple. You could feel the yearning to undo what was done.

NOTES ON THE READING

AIM: To Learn Why People from Many Lands Came to the United States

1. Why did the immigrants come to America? ____________________

2. A. Where did the immigrants to the United States come from? A. ____________________
   B. Why does much of our language and laws come from England? B. ____________________

3. Who were the "old immigrants"? ____________________

4. A. Why was there a great migration to the United States in the 1840's and 1850's? A. ____________________
   B. What were the contributions of these immigrants to America? B. ____________________

5. Where did the immigrants in the 1850's and 1860's come from? Where did they live? What type of work did they do?

come from: ____________________

live: ____________________

type of work: ____________________

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 8: AMERICANS COME FROM ALL OVER THE WORLD

NOTES ON THE READING

6. What were the results of the immigration between 1870-1910?

7. Explain who the "new immigrants" were, what type of work they did and the hardships they faced.

8. A. Where did most of the immigrants land in America?

B. Who gave the United States the Statue of Liberty in 1876?

C. What is the inscription on the base of the Statue?

A. ____________________

B. ____________________

C. ____________________

9. What were the contributions of the new immigrants to America? (Be sure to include specific men.)

10. How did the immigrants try to overcome their handicaps?

11.A. Why did America try to limit the number of immigrants?

B. What laws were passed to limit immigration

A. ____________________

B. ____________________

NOTES ON THE READING

11. C. What was the result of the immigration laws?

C.______________________________
____
____
____
____
____
____

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. gradually

B. famine

C. huddled masses

D. handicap

E. yearning

Column II

____1. period of starvation

____2. slowly

____3. large group close together

____4. draw back

____5. deep desire

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 9: AMERICA BECOMES A LAND OF CITIES

WORDS TO LEARN

It was billed as the greatest vaudeville show of modern times. Many of the city dwellers had seen the sign so often they took little notice. It was strictly a tourist attraction. There were some city folks who had devoted themselves to maintaining the old minstrel shows. Some very important volunteers helped keep this form of entertainment of a past generation alive. Most men today seem to have more important things to do with their leisure. The miserable smell of an old aqueduct which ran by the theatre even managed to discourage much of the old tourist trade these days.

NOTES ON THE READING

AIMS: To Learn How Many Americans Came to Live in the Cities.
To Learn of the Problems Created by Many People Crowded Together in a Small Area.

1.A. Why did the cities grow?
B. How many cities existed in 1800? In 1900 ?

A.____________________
____
____
B.1800:____________________
____
____
1900:____________________
____
____
____

2,3. What problems did the people living in the city have compared to the people in the villages?

____
____
____
____
____
____
____
____

4. How did the people living in the city try to solve the transportation problem?

____
____
____
____
____
____
____

5. What improvements were made in living conditions in the cities?

____
____
____
____
____
____

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 9: AMERICA BECOMES A LAND OF CITIES

NOTES ON THE READING

6. What could the city dweller now do with his leisure time?

7. How were schools improved?

8. What problems were created as a result of heavily crowded cities?

9. What was the contribution of Jacob Riis to city dwellers?

10. What were the contributions of Jane Adams in improving the lives of the people in crowded areas?

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 9: AMERICA BECOMES A LAND OF CITIES

UNDERSTANDING PICTURES

Combined questions for the Chapters 8 & 9.

Below are a list of captions for the pictures which appear on pages 326, 327,330, and 331. Match the following captions with the appropriate picture.

1. "Liberty and justice for all" .
2. "Look, son, the beginning of a new life ."
3. "Cities spread across natural boundaries."
4. "Sale day at the 5 and 10"
5. "Oops, wrong era"
6. "......your huddled masses "

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. vaudeville
B. dwellers
C. devoted
D. minstrel
E. volunteers
F. entertainment
G. leisure
H. miserable
I. aqueduct

Column II

_____1. offer to work for free
_____2. enjoyable pastime
_____3. extra time
_____4. water carrier
_____5. ugly; disgusting
_____6. old fashioned music
_____7. acts on a stage, one after another
_____8. loyal to
_____9. inhabitants

WILDER, UNIT VI, CHAPTER 25: THE MACHINE AGE CHANGES LIFE IN CITIES AND ON FARMS

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTERS 8 & 9

Choose the correct answer:

____1. The first immigrants to come to America were
a. Italian b. Jewish c. British

____2. Immigrants came to America because
a. they were poor and sought new opportunities
b. they were rich and wanted more wealth
c. they were curious

____3. Jacob Riis
a. was an inventor
b. exposed slum problems
c. was a politician

____4. All of the following were willing immigrants except
a. Scotch-Irish
b. Pennsylvania Dutch
c. Negro

____5. All of the following contributed to the growth of cities except
a. increased immigration
b. mass production
c. sales tax

____6. After 1890 most immigrants came from
a. northern Europe
b. southern Europe
c. Asia

____7. Immigrants had all of the following problems except
a. language
b. money
c. they didn't want to be here

____8. All of the following changes took place in America between 1790 & 1960 except
a. many immigrants came
b. cities grew
c. democracy declined

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.526	fivefold	birth rate	
p.527	adequate	mobility	
p.528			Booker T. Washington, George Washington Carver, Ralph J. Bunche, Marian Anderson, Joe Louis, Jackie Robinson, Rafer Johnson, Wilmer Rudolph
p.529	ban tenement	quota refugee settlement houses	McCarran Act, Refugee Relief Act, Jacob Riis, Jane Addams, Hull House
p.530	prohibit intoxicating	temperance	Prohibition Party
p.533	smuggle	"bootleggers"	Women's Christian Temperance Union (WCTU), Anti-Saloon League, Francis E. Willard Eighteenth Amendment, Twenty-first Amendment
p.534	scorn	woman suffrage	Clara Barton, Susan B. Anthony Elizabeth Cady Stanton, Nineteenth Amendment
p.537			Morrill Act
p.538			The Knickerbocker Baseball Club of N.Y., Cincinatti Red Stockings, Honas Wagner, Christy Mathewson, Ty Cobb, Tris Speaker, Cy Young, Lou Gehrig, Babe Ruth, Joe DiMaggio, Ted Williams, Stan Musial

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.539	referee		Princeton, Rutgers, T-formation, Knute Rockne, James Naismith, Birth of a Nation, Al Jolson, The Jazz Singer
p.540		geology zoology botany	Benjamin Silliman, Louis Agassiz, Asa Gray, Albert Einstien
p.541	synthetic	penicillin diptheria atom	Hiroshima, Nagasaki,
p.542	"local color"		Bret Harte, "The Luck of Roaring Camp, Mark Twain, Samuel Langhorne Clemens, The Adventures of Tom Sawyer, Adventures of Huckleberry Finn, Life on the Mississippi, Jack London, O. Henry, William Sidney Porter, My Antonia, O Pioneers!, Ellen Glasgow, Margaret Mitchell, Gone with the Wind, Marjorie Kinnan Rawlings, The Yearling , John P. Marquand, Sinclair Lewis, Nobel Prize, Ernest Hemingway, Eugene O'Neill, Ah! Wilderness , Walt Whitman, O Captain, My Captain! Pioneers! O Pioneers!

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

	Vocabulary	Social Studies Words	People, Places, Events, etc.
p.544			Carl Sandburg, Robert Frost, Stopping by Woods on a Snowy Evening, Associated Press, United Press
p.545	condense "bookmobile"	"digests"	Edward Bok, Ladies Home Journal, John Stenart Curry
p.546	sculptor		Metropolitan Museum of Art, Daniel Chester French, Augustus Saint-Gaudens, Frederic Peminton, James McNeill Whistler, Thomas Benton, Grant Wood, "Painter of the Soil"
p.547	skyscraper hauntingly		Golden Gate Bridge, Louis Henri Sullivan, Frank Lloyd Wright, Stephen Foster, My Old Kentucky Home, Old Folks at Home, John Phillip Sousa, Edward Mac Donald,
p.548	ragtime jazz swing music		Victor Herbert, Arturo Rubenstein, Alexander's Ragtime Band, Irving Berlin, White Christmas, Duke Ellington, Paul Whiteman, "King of Jazz", Jascha Heifetz, Rhapsody in Blue, Porgy and Bess,
p.549	Musical Comedy		Showboat, Jerome Kern, Kiss Me, Kate

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS TO LEARN

Vocabulary	Social Studies Words	People, Places, Events, etc.
p.549		Cole Porter,
		Of Thee I Sing,
		George Gershwin,
		Richard Rodgers and
		Oscar Hammerstein II,
		Oklahoma!
		South Pacific,
		The King and I ,
		George Bernard Shaw,
		Pygmalion,
		My Fair Lady,
		Frederick Lowe,
		Alan Jay Lerner

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

WORDS USED IN CONTEXT

1. The quota system was devised to limit immigrants from flooding the United States. This quota system set the number of immigrants to be admitted from each European nation.

2. Jacob Riis tried to improve the conditions of the tenement dweller. Into these crowded, dirty tenements of these city slums, he tried to bring improvements.

3. Early women suffragettes were met with scorn and contempt. Gradually, this scorn grew into respect.

4. The demands of World War II forced the United States to find substitutes for scarce items. One of these scarce products for which they had to find a synthetic substitute was rubber. Nylon hose was a synthetic material to replace raw silk.

5. Because it seems impossible to be able to read all the printed materials written today, publishers print digests which condense or shorten the articles.

6. The early temperance workers preached against the excessive use of alcoholic beverages. The temperance reformers had seen the evils and misery produced by excessive drinking.

7. Long Island was a haven for bootleg smuggling in the 1920's. They were able to smuggle the liquor into the country via the many inlets of the Long Island Sound.

8. As land became scarce in the cities, buildings were built higher. The first of these skyscrapers was the Woolworth Building. The Empire State Building now reigns as the world's tallest skyscraper.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

QUESTIONS ON THE CHAPTER

From the Survey (Skill: SQ3R)

A. I. From the title of Chapter 26, America Provides More Opportunities for More People

____A. People come to America from all over the world

____B. American economic growth provides opportunities for larger numbers of people

____C. As America expands so do economic opportunities

____D. The growth of America economically, socially and culturally led to broader opportunities

____E. Opportunities expand as America grows

WILDER, UNIT VI, CHAPTER 26; AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

CLASS BIOGRAPHICAL READING PROJECT

Select from Column A one of the following great Americans and report to the class, being sure to include in your report the factors listed in Column B. Use reference books for your report.

Column A

Clara Barton
Albert Einstein
Babe Ruth
Lou Gehrig
Christy Mathewson
Hon Wagner
Dr. James Naismith
Thomas Edison
Al Jolson
Susan B. Anthony
Elizabeth Cady Stanton
Jane Addams
Mark Twain
Frank Lloyd Wright
Walt Whitman
Carl Sandburg
Stephen Foster
John Stewart
Grant Wood
Jackie Robinson
James McNeil Whistler
Louis Henri Sullivan
John Phillip Sousa
Edward Mac Dowell
Victor Herbert
Marian Anderson
Duke Ellington
Paul Whiteman
George Bernard Shaw
George Gershwin
Cole Porter
Benny Goodman
Richard Rodgers
Oscar Hammerstein
Frederick Lowe
Allan J. Lerner
Sammy Davis, Jr.
J.D. Salinger
Jacob Riis
John Glenn
Adlai Stevenson
Eddie Cantor
Al Capp
Bernard Baruch

Column B

1. Area in which they made their contribution
2. What, if anything, was unique about their contribution?
3. What ethnic group did they represent?
4. How have they added to America's world leadership?
5. Name others who have followed their example
6. Have you found anything in their pasts which would have indicated they would be great?
7. How did being Americans affect them?

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

3. Why was it necessary for women to struggle to gain their rights?

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

2. Why has America's cultural growth been so great since 1890? Explain in detail.

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

QUESTIONS FOR THOUGHT AND DISCUSSION

1. How did immigration contribute to Americas cultural, scientific and economic growth?

A. Cultural growth

B. Scientific growth

C. Economic growth

WILDER, UNIT VI, CHAPTER 26: AMERICA PROVIDES MORE OPPORTUNITIES FOR MORE PEOPLE

CAUSE AND EFFECT

We are all aware of the slum conditions, the poor working conditions, horrible treatment of the mentally ill, unsanitary handling of food products and generally poor living conditions in late 19th and early 20th century America. Read pages 526-540 carefully and try to explain some of the causes of these problems.

SCHWARTZ, O'CONNOR, UNIT VI, CHAPTER 3: OUR DEMOCRACY IMPROVES

WORDS USED IN CONTEXT

As reforms took place in America, women began to take a more important role. For centuries they had fougnt to be heard. Many women were imprisoned for attending meetings or for voicing an opinion in public. They were ridiculed, humiliated, and mocked.

In spite of this, women like Mary Lyon, defied educators who thought women did not need to be educated and started Mount Holyoke College.

Dorothea Dix called attention to the disgraceful conditions in the prisons and institutions for the mentally ill, until state governments were forced to face the issue and make improvements.

It wasn't until the 20th century in America that women received equal status with men.

NOTES ON THE READING

AIMS: To Learn How Some Less Fortunate People Won a Better Way of Life.
To Learn of the Beginning of Free Public Schools.

1. What were the people called who believed that many Americans did not have the benefits that they thought should be a part of democracy? ______________________

2. What were their aims?
   1. ______________________
   2. ______________________
   3. ______________________
   4. ______________________
   5. ______________________

3. What was the place of women in the early 1800's? ______________________

4. What rights had women gained by the middle 1800's? ______________________

5. What conditions in the prisons did Dorothea Dix try to improve? ______________________

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NOTES ON THE READING

6. How did she improve institutions for the insane?

7. What conditions were common in early 1800's that prevented edcuation for the young?

8. How did most children of the early 1800's receive their education?

9. Who led the movement toward public education?

10. What factors led to the acceptance of free public schools?

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VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I

A. reformers
B. organizations
C. taxpayers
D. handicapped
E. criminals
F. medical
G. released
H. obedience
I. opportunities
J. teaching tools

Column II

____1. chances
____2. hindrance; disadvantage
____3. person guilty of a crime
____4. let go
____5. those who bring about improvements by removing faults
____6. submission to authority or law
____7. group of persons united for some purpose
____8. persons who pay a tax
____9. of or having to do with science or practice of medicine
____10.

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VOCABULARY TEST

Remember Me?

1. I was interested in the education of women. I started a college for women in 1837. Today this is a famous college for women in Massachusettes.

2. I was shocked at the sights I saw as I visited the prisons and institutions where the insane were housed. I tried desperately to better these conditions.

3. We tried to prove to the American public that education was part of a democratic way of life. We established free public schools in Massachussettes and Connecticut.

ORGANIZATION THROUGH CONSTRUCTING A TABLE

Personality	Field of Endeavor	Contributions
Albert Einstein Susan B. Anthony Mark Twain George Gershwin Frank L. Wright Dorothea Dix Horace Mann Eli Whitney Samuel B. Morse		

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WORDS TO LEARN

"Blast off!" Marty Green could hear these words as he put the bolt into the long piece of metal he was handed. Marty was only a worker on an assembly line in a factory that had been taken over by automation. However, he felt as if he were going to be the one who would step into the satellite andmake the first orbital flight. Actually, his was a very important job. The men in his factory were making the parts for an atomic reactor. Marty never did make the flight but had a wonderful time thinking about it.

NOTES ON THE READING

AIM: To Learn How Scientific Knowledge Has Continued the Industrial Revolution.

1. How has the Industrial Revolution become a Scientific Revolution?

2. How is scientific knowledge making it possible for people to live longer?

3.A. What was the most amazing discovery in science in the 20th century?
   B. Who made this discovery?
   C. What is it being used for?

A.

B.

C.

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NOTES ON THE READING

4. How is scientific knowledge changing the methods of industry?

5. How have scientists been meeting the problems of exploring space since the 1950's?

6. What types of experiments have the United States and the Soviet Union been carrying on?

7. How is the Industrial Revolution continuing?

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SEQUENCE AND DEVELOPMENT

Place the following facts in correct chronological order (according to when they took place).

a. Industrial Revolution

b. "Explorer I" is launched

c. John Glenn goes into orbit

d. Jonas Salk invents the polio vaccine

e. The Soviet Union puts a man into space

f. The United States builds submarines that run by atomic power

g. Albert Einstien discovers atomic energy

VOCABULARY TESTS

In the blank appearing before the word meanings in Column II, write the letter which appears before the words in Column I.

Column I	Column II
A. atom	_____1. machine used for the assembly and production of a limited release nuclear energy
B. atomic reactor	_____2. the smallest particle of a chemical element
C. assembly line	_____3. path of the earth around the sun
D. automation	_____4. method or technique of making a manufacturing process
E. satellite	_____5. small planet that revolves around a larger planet
F. orbital	_____6. row of workers or machines along which work is passed until the final product is made

Guide Topics Correlated With Texts

	Wilder This Is America's Story	Schwartz and O'Connor Exploring American History
	Chapter No.: Page No.	Chapter No. and Unit No. in S. & O.
Unit I Discovery and Exploration	1. (pp. 16-35) The Old World Finds a New World Beyond Its Horizon 2. (pp. 37-57) Europeans Learn More About the New World 3. (pp. 58-79) Spain Establishes a Great Empire 4. (pp. 80-99) Englishmen Establish Vigorous Colonies in North America 5. (pp. 100-119) How Did People Live in the English Colonies 6. (pp. 120-135) France Gains, Then Loses a Huge Empire in North America	1-13 (pp. 4-62) (How Was The New World Explored and Colonized?) - covers from Columbus to the establishment of the New England Colonies 1-8)pp. 66-97) (How Did the Colonies Win their Freedom?) - covers from the establishment of the New England Colonies to the French And Indian Wars. NOTE: Chapter 6 (pp. 86-90) is not included in Unit I but is included in Unit II
Unit II Colonial Struggle For Independence	7. (pp. 136-148) How Were the English Colonists Governed? 8. (pp. 149-164) The American Colonists Resist Strict Control by England 9. (pp. 165-189) The Thirteen English Colonies Win Their Independence	9-16 (pp.98-141) How Did The Colonies Win Their Freedom? - covers from the English tightening their restrictions to the end of the war NOTE: Chapter 6 (pp. 86-90) included in this section
Unit III How Our Nation Is Governed	11. (pp. 212-226) The Thirteen States Create a Firm Union Under the Constitution 12. (pp. 227-242) The New Government Is Successfully Launched.	1-6 (pp. 142-170) How Is Our Nation Governed? covers from the Articles of Confederation to the problems of the new government under the Constitution

Guide Topics Correlated With Texts

	Wilder This Is America's Story Chapter No.: Page No.	Schwartz and O'Connor Exploring American History Chapter No. and Unit No. in S. & O.
Unit IV Westward Expansion	13. (pp. 243-263) The United States Gains the Respect of Other Nations 14. (pp. 264-288) The Northeast Becomes the Center of Trade and Manufacturing 15. (pp.289-303) Cotton Becomes King in the South 16. (pp.304-318) Democracy Marches Westward with the Frontier 17. (pp. 319-345) The Nation as a Whole Becomes More Democratic 18. (pp. 346-372) The United States Gains More Land and Reaches from Sea to Sea 21. (pp. 424-442) The Last Frontier in the West Is Settled	1-14 (pp. 174-239) How Did The New Nation Grow In Size and Strength? - covers from the Northwest Territory, Oregon, Texas, California and the close of the frontier.
Unit V Civil War	19. (pp. 373-392) The North and South Come to Blows 20. (pp. 393-423) The North and the South Fight a War and Are Reunited	1-11 (pp. 240-297) How Did Differences In Our Way Of Life Lead To Civil War? - covers from king cotton to the New South
Unit VI Rise Of Industry and Agriculture	22. (pp. 442-467) The United States Becomes a Great Industrial Nation 23. (pp. 468-482) Growing Business & Industry Face and Solve New Problems 24. (pp. 483-505) New Methods of Farming Create New Problems 25. (pp. 506-524) The Machine Age Changes Life in Cities and on Farms	1-14 (pp. 298-359) How Did The United States Become A Leading Industrial Nation? - covers from conditions in industry and agriculture before the Civil War to the problems of the 1930's

Guide Topics Correlated With Texts

	Wilder This Is America's Story Chapter No.: Page No.	Schwartz and O'Connor Exploring American History Chapter No. and Unit No. in S. & O.
	26. (pp. 525-556) America Provides More Opportunities for More People	1-16 (pp. 360-463) How Did The United States Become A Leader In World Affairs? - covers from the Spanish-American War to the problems confronting us in 1960
Unit VII U.S. Becomes a World Leader	27. (pp. 556-570) American Leaders Branch Out Along ..ew Paths 28. (pp. 571-590) The United States Gains Possessions Overseas 29. (pp. 591-615) The United States Plays a Larger Part in World Affairs 30. (pp. 616-649) Our Country Meets Threats To Freedom and Works For World Peace 31. (pp. 650-676) The United States Looks to Its Neighbors in the Americas 32. (pp. 677-703) Americans Face The Challange of a Modern World	